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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Morning Meeting**  **(8:30 – 8:50)** | **Greeting**- Students will greet each other with the follow the leader greeting. Teacher will pick a student to start off the greeting. Whatever this student does, the class must follow.  **Sharing**- Class discussion on why is the MEAP test important as well as scantron. Students will view reasons at: <http://www.jefferson.k12.mi.us/Portals/0/WHY%20IS%20THE%20MEAP%20TEST%20IMPORTANT.pdf>  **Group Activity**—Students will play quick game on pronouns. Teacher will read the question on the grammar game card. Then, call on students using the (Cold Calling) method.  **Announcements** | **Greeting**- Students will greet each other using salute greeting by last name only. Teacher demonstrates first.  **Sharing**- What are some characteristics of a good friend?  **Group Activity**— Students will write the following types of sentences: simile, metaphor, personification  **Announcements** | **Greeting**- Students will greet each other using the affirmation greeting. Students will write name on sticky notes. Each student will pull a name from the bag. Students must compliment each other or say something kind on whose name that they picked.  **Sharing**- What can hinder you from doing your best? Ways and things to avoid.  **Group Activity**—  Teacher and students will do jumping jacks counting by 3’s and 4’s  **Announcements** | **Greeting**- Students will greet each other using salute greeting by last name only. Teacher demonstrates first.  **Sharing**- What type of learner are you? Explain. (audio, visual, tactile or kinesthetic)  **Group Activity**— Students will write 2 declarative and comparative sentences on the board.  **Announcements** | **Greeting**- Students will greet each other using the syllable greeting. Students will be divided in groups according to how many syllables that they have in their name. Then, they will greet each other.  **Sharing**- Discussion on safety: What are things that you can do that can harm or kill you? What do you do when you may be approached with these things?  **Group Activity**— Students will write 2 interrogatives and exclamatory sentences on board.  **Announcements** |
| **Character Education**  **(25 minutes)**  **(9:00-9:25)** | Word for the week: Honesty  Students discuss what honesty means with their groups. Each group will share examples and definition. | MEAP Testing | MEAP Testing | MEAP Testing | Word for the week: Honesty  Students discuss a time someone was not honest with them or a time they were not honest. Students will tell their reaction or the other person’s reaction. |
| **Reading/ELA**  **(90 minutes)**  **(9:30-11:00)**  **Due to scantron testing on last week, some assignments will be the same.**  Word study, comprehension, metacognition  Writing  Speaking/listening/viewing integration  Technology integration—  **Students will place all reading assignment and writing assignments in their SID Notebook, Along with rubrics.** | Teacher will discuss with students that an author’s purpose is to explain, entertain, persuade, or to inform.  Teacher and students will discuss examples of each purpose.  Students will play online reading comprehension games at:  <http://www.internet4classrooms.com/skills-6th-langbuilders.htm>  The focus will be on *Author’s Purpose.*  After the video, students will take a short quiz.  ***Writing—***  Today is Double Tenth Day in China. This is the anniversary of the day in 1911 when Chinese overthrew the Manchu dynasty.  Students will describe how their life has changed since they were 10 years old. Have your responsibilities changed? | MEAP Testing | MEAP Testing | MEAP Testing  Students will complete online game on Comprehension at:  <http://www.tv411.org/lessons/cfm/reading.cfm?str=reading&num=11&act=2&que=1>  Students will complete reading comprehension question from [www.edhelper.com](http://www.edhelper.com)  On selected worksheet.  ***Writing—*** Students will write about something they used to be afraid of but aren’t anymore.  Students writing must start off with a descriptive paragraph.  Ex. Meteorological monsters that have a powerful effect on anything that stands in their way. Lives are forever changed, and sometimes ended, Their speed ranges from 70 – 300 mph. They twirl and jump from place to place terrorizing everything in its path.  Then, students must discuss why were they afraid of this thing; how did they overcome this fear.  Teacher will model own writing first and assist students with graphic organizer. | Teacher continues to discuss the author’s purpose with students.  The students will complete an online activity on *The Author purpose Activity at*  <http://fcit.usf.edu/fcat/strategies/ap/activity1.htm>  Students will complete activities with their group. Each group will take turns answering each question that appears on the screen.  ***Writing—***  National School Lunch Week usually takes place around this time. It starts the second Sunday of this month. This day was officially proclaimed by President John F. Kennedy in 1962.  Assignment: Everyone complains about school lunches. Today instead of complaining, think back to the best school lunch you ever had. Tell what it included, how it tasted, and what made it special to you. |
| Homework/Reading  (Mon and Wed) | Scantron Reading on students’ level--Nonfiction |  | Scantron Reading on students’ level--Nonfiction |  |  |
| Homework/Writing  (Tues and Thurs) |  | ***“No one can make you feel inferior without your consent”***  Students will rewrite this statement using their own words or students can write an explanation of the statement using an example or two. |  | Students will write about a time they prepared to do one thing and ended up doing something else. |  |
| **Break (15 minutes)— 11:00-11:15**  Bathroom/drinks/movement activity |  |  |  |  |  |
| **Social Studies**  **(60 minutes)**  **(12:30-1:30)**  Writing Integration  Speaking/listening/viewing integration    Technology integration  [*http://www.socialstudiesforkids.com/articles/ushistory/declaration.htm*](http://www.socialstudiesforkids.com/articles/ushistory/declaration.htm) |  |  |  | **No School**  **Professional Development** | **No School**  **Professional Development** |
| **Lunch/**  **(30 minutes)**  **(12:00-12:30)** |  |  |  |  |  |
| **Mathematics**  **(60 minutes)**  **(12:30-1:30)**  Reading/Writing integration--***R.CM.05.04 apply significant knowledge from grade-level science, social studies, and mathematics texts***.  ***W.GN.05.03 write a position piece that demonstrates understanding of central ideas and supporting details***  Speaking/listening/viewing integration  Technology integration  *Teacher will check for student comprehension* ***daily.*** *Students will be called to the meeting area to work on specific skills while the rest of the class is working on class assignment*. *This will include high and low achievers.*  ***All tests along with the rubric shall be placed in the student SID Notebooks.*** | **N.MR.05.01:** Understand the meaning of division of whole numbers.  ***Part I (30 min)***  Teacher will model how to use a calculator for certain mathematical problems.  Students will solve the problems on the board using a calculator.  (Percent, division, multiplying, addition, subtraction, etc.  ***Writing***  Students will write about how to line up whole numbers and decimals for the following problem:  2.5 + 2.5 + 3 + 4.56 | **N.ME.05.09**  **Understand percentages as parts out of 100**  **Part I:** (30 min)  Students will complete [www.ixl.com](http://www.ixl.com) game on finding the percent of a number.  ***Hook:***: Play online game at [www.ixl.com](http://www.ixl.com)  ***Writing***  Students will write the steps on how to find the percent of a number.  **Part II (**30 min)  Students will complete questions on [www.thatquiz.com](http://www.thatquiz.com)  On percent of a number. | **N.FL.05.20:**  Students will solve applied problems with fractions and decimals.  **Part I:** (30 min) Students will Order a given list of times in hundredths  of seconds from least to greatest.  [www.brainpop.com](http://www.brainpop.com)  [www.ixl.com](http://www.ixl.com)  **Part II** (30 min)  Students will complete [www.edhelper.com](http://www.edhelper.com) worksheet on the above assignment.  Teacher walks, monitor, and works with students individually.  ***Writing***  Students will write the formula for volume and solve problems given. | **N.MR.05.07:**  Students find prime factorization  between 1 and 50; show it exponentially.  **Part I: (30 min)**  Students will view video at [www.adaptedmind.com](http://www.adaptedmind.com) on prime factorization. complete prime factorization worksheet: [www.edhelper.com](http://www.edhelper.com)  ***Writing:*** Students will complete a prime factorization worksheet. Then, students will write about how they solved any two problems that they’ve completed. | **N.ME.05.11:** Given two fractions, students will  express them as equivalent fractions.  **Part 1 (30 min)**  Students will view video on [www.brainpop.com](http://www.brainpop.com)  On equivalent fractions and complete [www.edhelper.com](http://www.edhelper.com)  Worksheet.  ***Writing:*** Students will make a problem in their groups on equivalent fractions. Each group will switch problems. Each group must write a response on how to solve the problem. |
| **Science/Health**  **(60 minutes)**  Writing Integration  Speaking/listening/viewing integration  Technology integration | **P.EN.06.41**  **P.EN.06.42**  **P.EN.M.4**  **Energy and the transfer of energy**  Teacher will model properties of magnetism using magnet and objects that both repel and attract. Teacher will display list of objects for students and have students hypothesize which the magnet will attract.  Students will test their hypotheses in small groups, recording their answers on blackline master from the video “Electricity and Magnets” previously viewed.  **Writing:**  Students will develop a list of attributes in small groups they believe an object must have in order to attract a magnet.  Students will view PowerPoint presentation on magnetism on SMARTboard to determine if their ideas are correct. | **P.EN.06.41**  **P.EN.06.42**  **P.EN.M.4**  **Energy and the transfer of energy**  Students will review information about magnetism and electricity by observing powerpoint presentation and referring to chapter outline.  Students will watch video“Electricity and Magnets” on unitedstreaming.com.  Writing:  In groups, students will complete WB304. Answers include multiple choice and short answer. Student responses will be shared with the group.  WB308, Determining Meaning From Context will be modeled by teacher as a reading link. | **P.EN.06.41**  **P.EN.06.42**  **P.EN.M.4**  **Energy and the transfer of energy**  Teacher will have students match the type of energy they have learned about so far with an example of each type of energy by playing the match game.  Teacher will ask students, "If the center of the Earth is farther from the Sun than the crust, and the Sun heats the Earth, then why is the center warmer than the crust?"  Teacher will accept student responses for 2 min.  Students will read Unit E, "Chemical and Nuclear Energy" aloud as a group. Teacher will ask clarifying questions throughout reading.  Students will watch " Greatest Inventions with Bill Nye: Energy" on unitedstreaming.com.  Teacher will give students examples of types of energy and students will determine if they represent chemical and nuclear energy or not.  Writing:  Students will complete WB309 in groups. Answers to short answer questions must be in complete sentences. | **No School**  **Professional Development** | **No School**  **Professional Development** |
| **Other Subjects**  **(indicate times)** | ***Independent Reading daily after lunch for 20 minutes.*** |  |  |  |  |